

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

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FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Blackville-Hilda Junior High

District: Barnwell 19

Principal: Mr. Marvin Foster

Superintendent: Dr. Teresa Pope

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Summary of demographic information

School Profile

Students

As reported by the 2007 Annual School Report Card, there were 142 students enrolled at Blackville-Hilda Junior High (BHJH). 9.9 % were enrolled in high school credit courses. The attendance rate was 94.5%. 17% of the students were served through special education for disabilities other than speech. 15.5% of the students had out-of-school suspensions or expulsions for violent and/or criminal offenses.

Population diversity

During 2006-2007, there were 141 students enrolled during the 1st day of testing at Blackville-Hilda Junior High. The chart below illustrates the racial/ethnic distribution.

Gender	African American	American Indian/Alaskan	Asian/Pacific Islander	Hispanic	White	White/African American
Male	56	N/A	N/A	N/A	14	1
Female	56	N/A	N/A	N/A	13	1
Total	112	N/A	N/A	N/A	27	2

Free/reduced lunch

Category	Total
Free Lunch	98
Reduced Lunch	20
Non-Free or Reduced Lunch	23

Teachers

As reported by the 2007 Annual School Report Card, 41.7% of our teachers have advanced degrees. 66.7% are continuing contract teachers (18.2% of the teachers are on emergency or provisional contracts). 80.1% are returning from the previous year. An analysis of the staff showed that 60% of the teachers have 10-30 years of teaching experience. 20% of the teachers have 5-9 years of teaching experience.

BHJH School

Blackville-Hilda Junior High is a rural school located in Blackville, South Carolina. BHJH is a small school comprised of 8 classrooms, a gymnasium, a cafeteria and a media center. It is the only middle school in the district which serves 7th and 8th grade students. The school is accredited by Southern Association of Colleges and Schools (SACS) and has an inspiring first year principal. As reported by the 2007 Annual School Report Card, the student to teacher ratio was 23.7 to 1, the parents attending conferences was 100%.

The absolute and improvement ratings as reported by the Annual Report Card over a five-year period:

Year	Absolute Rating	Improvement Rating
2007	Unsatisfactory	Unsatisfactory
2006	Unsatisfactory	Unsatisfactory
2005	Below Average	Unsatisfactory
2004	Below Average	Below Average
2003	Below Average	Below Average

Three years of data

	2005 ELA	2006 ELA	2007 ELA		2005 MATH	2006 MATH	2007 MATH		2005 SCI	2006 SCI	2007 SCI		2005 S. S.	2006 S. S.	2007 S.S.
% Below Basic	39.8	53.8	60.4		46.9	50.3	59.3		57.0	71.5	74.7		60.2	66.2	75.5
% Basic	51.6	35.2	33.6		46.9	41.4	38.5		35.2	23.6	24.2		34.4	29.7	24.5
% Proficient	8.6	10.3	6.0		4.7	4.1	1.5		4.7	3.5	1.0		3.1	2.8	0.0
% Advanced	0.0	0.7	0.0		1.6	4.1	0.7		3.1	1.4	0.0		2.3	1.4	0.0

Explanation of PACT data

The School Leadership Team (SLT) analyzed the data for the past three years. The SLT decided to focus on ELA and Math since these are areas where all students are tested school-wide. The SLT also noticed that 60% of the students were below basic in both areas. BHJH decided to develop strategies to increase ELA and Math, as well as place emphasis on increasing Science, which shows a steady decline in students' scores, especially Below Basic Students' scores from 2005.

Summary of Developmental Process

On January 24, 2008, Dr. Teresa Pope, Superintendent of Barnwell School District #19, and Marvin A. Foster Sr., Principal of BHJH, attended the State Department of Education's School External Review Team Training to understand the revised process to develop and implement the Focused School Renewal Plan. Following this meeting, Dr. Vernelle Tyler, ERTL for BHJH, met with the Superintendent, Principal and members of the SLT to review the 2008-2009 FSRP templates and highlight new sections included in the plan.

The School Leadership Team met to analyze the data from the 2005-2007 Annual School Report Cards and to identify areas of concern which could be targeted to increase student achievement. The SLT decided to include ELA, Math, and Science in the Focus School Renewal Plan. Test data (MAP, PACT, and Benchmark) was examined and the principal and SLT met with faculty using the absolute value calculator to help identify targeted groups and deficit areas and to solicit faculty input in developing the 2008-2009 FSRP goals.

The Blackville-Hilda Junior High Principal, the District Superintendent and the Curriculum Facilitator, respectively prepared the Principal's and District's Leadership Focused School Renewal Plan Goals to support the school in improving student achievement.

Narrative of Expected Progress Through the Use of Goals

Based on the school's 2006 Absolute Index of 2.2, the school needs to increase its absolute index by +0.3 gains over the next three years. The School Leadership Team analyzed the data from the spring 2005-2007 PACT Scores. The SLT decided that FSRP student achievement goals should focus on Reading, Math, and Science. We also analyzed students' scores that were within 1-5 points of the below basic 2, basic, proficient and advanced cut scores. Using a correlation of MAP and PACT data, we expect 37 out of 108 Math students (35%), 43 out of 108 ELA students (40%), 29 out of 108 Science students (27%) to show an increase of one (1) Rasch Unit (RIT) band level on the Spring 2009 MAP assessments compared to the Fall 2008 MAP assessments. Using the students identified within 1-5 points of the below basic 1, below basic 2, basic, proficient and advanced cut scores with the absolute calculator, Blackville-Hilda Junior High is expected to meet progress of the absolute value index.

This focused school renewal plan is significant in assisting the school in meeting the three identified student achievement goals for the 2008-2009 FSRP. Thus, achieving increases in MAP Reading RIT scores, MAP Math RIT scores and MAP Science RIT scores school-wide (grades 7-8) as stated in the FSRP, will ensure the expected absolute value for meeting BHJH's expected progress.

School Timeline

July 2008

- Form and provide Staff Development for the School Leadership Team.
- Science teachers meet to edit/update the Benchmark tests to be used as Pre/Post Tests.
- Principal will identify students scoring Below Basic on Spring 2008 PACT.
- Principal will meet with School Leadership Team to discuss strategies to increase student achievement.
- District will provide Staff Development on Contextual Teaching Methodology.

August 2008

- Collaborative Team meetings.
- School Leadership Team meetings.
- ELA teachers meet to develop strategies.
- Math teachers meet to develop strategies.
- Science teachers meet to develop strategies.
- Administer the 1st Science Benchmark Pre-test.
- School Leadership Team analyzes the Pre-test data.
- Principal will review the 2008-2009 FSRP Goals with Faculty and Staff.
- Principal will develop computer schedule for all homerooms.
- Principal will conduct classroom observations.
- Principal will document weekly instructional activities.
- Principal will document instructional activities.
- District will conduct classroom observations.
- District will provide mentors for induction and other teachers, as needed.
- District will provide Staff Development on Promethean Boards.
- District will provide Staff Development on United Streaming.

September 2008

- Staff development on Academic Assistance Plan.
- Administer Fall MAP Test.
- School Leadership Team analyzes Fall MAP data.
- Teachers develop strategies based on MAP data.
- Collaborative Team meetings.
- School Leadership Team meetings.
- Principal will conduct a Parent MAP night for teachers to explain student scores and goals with parents.
- Principal conduct classroom observations.
- Principal will document weekly instructional activities.
- Principal will provide Staff Development on Unwrapping the Standards.
- District will provide Staff Development on Accessing and Using MAP Data.

October 2008

- Collaborative Team meetings.
- School Leadership Team meetings.
- Administer the 1st Science Benchmark Post-test.
- School Leadership Team analyzes Benchmark data.
- Principal will conduct classroom observations.
- Principal will provide Staff Development on Data Analysis.
- Principal will provide Staff Development on Higher Order Thinking Skills using Bloom's Taxonomy.

November 2008

- Collaborative Team meetings.
- School Leadership Team meetings.
- Administer the 2nd Science Benchmark Pre-test.
- School Leadership Team analyzes Benchmark data.
- Principal will conduct classroom observations.
- Principal will document weekly instructional activities.
- Principal will provide Staff Development on Class Instruction That Works.

December 2008

- Collaborative Team meetings.
- School Leadership Team meetings.
- Principal will conduct classroom observations.
- Principal will document weekly instructional activities.

January 2009

- Collaborative Team meetings.
- School Leadership Team meetings.
- Administer the 2nd Science Benchmark Post-test.
- School Leadership Team analyzes Benchmark data.
- Principal will conduct classroom observations.
- Principal will document weekly instructional activities.
- Principal will provide Staff Development on Differentiated Instruction.

February 2009

- Collaborative Team meetings.
- School Leadership Team meetings.
- Administer Winter MAP Test
- Administer the 3rd Science Benchmark Pre-test.
- School Leadership Team analyzes MAP and Benchmark data for FSRP documentation
- Principal will conduct classroom observations.
- Principal will document weekly instructional activities.
- Principal will provide Staff Development on Looking at Student Work.

March 2009

- Collaborative Team meetings.
- School Leadership Team meetings.
- Administer the 3rd Science Benchmark Post-test.
- School Leadership Team analyzes Benchmark data.
- Principal will conduct classroom observation.
- Principal will document weekly instructional activities.

April 2009

- Collaborative Team meetings.
- School Leadership Team meetings.
- Administer Spring MAP Test
- School Leadership Team analyzes MAP data.
- Principal will conduct classroom observations.
- Principal will document weekly instructional activities.

May 2009

- Collaborative Team meetings.
- School Leadership Team meetings.
- Principal will conduct classroom observation.
- Principal will document weekly instructional activities.
- Administer PACT 2009.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, using a correlation of MAP and PACT, 40% of all students in grades 7 and 8 will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Reading Assessment as compared to the Fall 2008 MAP Reading Assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Accommodate all students (grades 7-8) in a computer-based lab using Reading Orchard Software during Enrichment Period and PACT Coach class.	Principal, Enrichment Teachers	August 2008	Computer based lab instruction on students' identified weaknesses in Reading will give students additional assistance and improve student achievement. <ul style="list-style-type: none"> ▪ A computer lab schedule and a list of assigned students will be posted in the computer lab by Enrichment Teachers. ▪ A monthly report with assessment results will be printed and kept on each student by the enrichment teacher and a copy of monthly report given to the principal. ▪ The principal will discuss results and student progress during monthly collaborative meetings with teachers. Information about this will be included in monthly minutes. ▪ The principal will provide feedback to teachers on observations of computer based enrichment activities in writing or in a conference. ▪ The principal will follow up with teachers on students' progress in classrooms based on computer based reading instruction. This will occur during monthly collaborative meetings. Information about this will be included in monthly minutes.
Collaborative Teams will analyze the Spring 2008 ELA PACT and MAP data, to plan instruction and develop strategies (PACT Coach Class, Enrichment Class) to address students' deficiencies in Reading.	Principal, 7 th and 8 th Grade ELA Teachers, Guidance Counselor, Curriculum Consultant, Principal Consultant	August 2008	The data analysis obtained from ELA PACT and MAP data will be used to identify student deficiencies in reading for the purpose of planning and designing teaching strategies geared to improve student achievement. <ul style="list-style-type: none"> ▪ List of team members and a data notebook with identified teaching strategies will be maintained by 7th and 8th grade ELA teachers. ▪ Collaborative teams will meet bi-monthly to discuss strategies, assessments, and areas of concerns. The teams will complete an agenda for each meeting and keep minutes of indicators to be addressed, assessments to be given, and specific needs of students. Agendas and minutes will be kept by each member of the teams and the principal. ▪ A master schedule listing the enrichment classes and the times taught will be on file by the teachers, the principal, and

			<p>guidance counselor.</p> <ul style="list-style-type: none"> ▪ A copy of RIT bands for each class will also be on file with teachers, the principal, and the guidance counselor. ▪ At weekly collaborative team meetings, progress in each enrichment class and PACT class will be discussed and reviewed by all 7th and 8th grade teachers. A log of all meetings and minutes will be provided to the principal by the teams. ▪ PACT –Like reading items will be included on teachers’ weekly and quarterly assessments. Copy of assessments will be on file in the teacher’s class, the curriculum consultant’s office and the principal’s office. ▪ Lesson plans will be reviewed weekly by the curriculum consultant, principal, and principal consultant to make sure the ELA curriculum is followed. ▪ The principal will follow up by providing feedback to teachers based on classroom observations in writing or in a conference.
Utilize the Anderson Five Pacing Guides to determine Reading indicators taught each nine weeks and to ensure all indicators are addressed before spring standardized testing.	Principal, Principal Consultant, Curriculum Consultant, 7 th and 8 th Grade ELA Teachers	August 2008	<p>The Pacing Guide in the Anderson Five Curriculum will provide the impetus for researched based lessons and Reading assessments aligned to the South Carolina Standards.</p> <ul style="list-style-type: none"> • The principal will review lessons plans on a weekly basis and teachers will be provided feedback prior to the submission of the next week’s plans. • Lesson plans will be reviewed for evidence of teachers’ effective use of pacing guides by the Curriculum Consultant, Principal, and Principal Consultant. • Bi-Monthly collaborative meetings will be conducted to discuss progress, research based practices, and academic concerns. An agenda of topics discussed, minutes of the meeting, and areas of concerns will be provided to the principal and curriculum consultant. • The principal, the principal consultant, and curriculum consultant will conduct walk-through observations to review teachers’ use of pacing guides. Written feedback of observations will be given to the teachers and kept on file in the principal’s office.
Incorporate journal writing in each of the content classes with writing focused on the SC Standards for Writing.	7and 8 th Grade Teachers, Curriculum Consultant/ Principal	August 2008	<p>Utilizing effective writing techniques across the curriculum with various initiatives will strengthen instructional practices and improve student achievement. Journal writing will provide opportunities for students to explore new ideas, clarify values, improve writing skills, and enhance reading skills.</p> <ul style="list-style-type: none"> • Journal writing will be evidenced in all teachers’ lesson plans. Lesson plans will be kept on file in each teacher’s class and in the curriculum consultant’s office. • Minutes from monthly collaborative team meetings will highlight teachers’ comments on their use of journal writing. • Lesson plans will be reviewed to make sure that journal writing is utilized on a daily basis. The Curriculum Consultant will

			<p>review lesson plans and provide a monthly report to the principal.</p> <ul style="list-style-type: none"> • The curriculum consultant will observe journal writing in classrooms and provide feedback to teachers based on observations in writing or in a conference. • The principal will follow up by meeting with any ELA teacher who fails to utilize these strategies and will document the meeting in writing.
Provide the opportunity for students to respond in complete sentences to daily essential questions.	7 th and 8 th Grade Teachers, Curriculum Consultant	August 2008	<p>Providing students with essential questions is critical for improving student decision making and promoting students' thinking skills and reading skills.</p> <ul style="list-style-type: none"> • Essential questions will be evidenced in all teachers' lesson plans. Lesson plans will be kept on file in each teacher's class and in the curriculum consultant's office. • Minutes from monthly collaborative team meetings will highlight essential questions framed by teachers and utilized in individual classes. • Lesson plans will be reviewed to make sure that essential questions are utilized on a daily basis. The curriculum consultant will review lesson plans and provide a monthly report to the principal. • The curriculum consultant will observe use of essential questions in classrooms and provide feedback to teachers on classroom observations in writing or in a conference.
Strategies such as organizational skills in all content areas, word walls, and literature circles in reading will be used to engage students in learning.	7 th and 8 th ELA Grade Teachers, Curriculum Consultant, principal	September 2008	<p>Providing students with strategies such as organizational skills in content areas, word walls, and literature circles is critical for improving students' understanding of reading concepts.</p> <ul style="list-style-type: none"> • Organizational skills, word wall, and the use of literature circles will be evidenced in ELA teachers' lesson plans. Lesson plans will be kept on file in each teacher's class and in the curriculum consultant's office. • Minutes from monthly collaborative team meetings will highlight strategies shared by teachers and utilized in individual classes. • Lesson plans will be reviewed to make sure that strategies are utilized by teachers. The curriculum consultant will review lesson plans and provide a monthly report to the principal. • The curriculum consultant will observe the use of strategies in classrooms and provide feedback to teachers on observations in writing or in a conference. • The principal will follow up by meeting with any ELA teacher who fails to utilize these strategies, will offer assistance and will document the meeting in writing or a conference.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, using a correlation of MAP and PACT, 35% of all students in grades 7 and 8 will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Mathematics Assessment as compared to the Fall 2008 MAP Mathematics Assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Accommodate all students (grades 7-8) in a computer-based lab using Math Orchard Software during Enrichment Period and PACT Coach class.	Principal, Enrichment Teachers	August 2008	Computer based lab instruction on students' identified weaknesses in Math will give students additional assistance and improve student achievement. <ul style="list-style-type: none"> A computer lab schedule and a list of assigned students will be posted in the computer lab by the Enrichment Teachers. A monthly report with assessment results will be printed and kept on each student by the enrichment teacher and a copy given to the principal. The principal will discuss results and student progress during monthly collaborative meetings with teachers. Information about this will be included in monthly minutes. The principal will provide feedback to teachers on observations of computer based enrichment activities in writing or in a conference. The principal will follow up with teachers on students' progress in classrooms based on computer based reading instruction. This will occur during monthly collaborative meetings. Information about this will be included in monthly minutes.
Collaborative Teams will analyze the Spring 2008 Math PACT and MAP to plan instruction and develop strategies (PACT Coach Class, Enrichment Class) to address students' deficiencies in Math.	Principal, 7 th and 8 th Grade Math Teachers Guidance Counselor	August 2008	The data analysis obtained from Math PACT and MAP data will identify students' deficiencies in Math. This will allow teachers to plan and improve teaching strategies to improve student achievement. <ul style="list-style-type: none"> List of team members and a data notebook with identified math teaching strategies will be maintained by 7th and 8th grade Math teachers. Collaborative teams will meet to discuss strategies, assessments, and areas of concerns bi-monthly. The teams will complete an agenda for each meeting and keep minutes of indicators to be addressed, assessments to be given, and specific needs of students. Agendas and minutes will be kept by each member of the team and the principal. A master schedule listing the enrichment classes and the times taught will be on file by the teachers, the principal, and guidance counselor.

			<ul style="list-style-type: none"> ▪ A copy of RIT bands for each class will also be on file with teachers, the principal, and the guidance counselor. ▪ At weekly collaborative team meetings progress in each enrichment class will be discussed and reviewed by all 7th and 8th grade math teachers. A log of all meetings and minutes will be provided to the principal by the teams. ▪ PACT –Like math items will be included on teachers’ weekly and quarterly assessments. Copy of assessments will be on file in the teachers’ class, the curriculum consultant’s office and the principal’s office. ▪ Lesson plans will be reviewed weekly by the curriculum consultant, principal, and principal consultant to make sure the math curriculum is followed. ▪ The principal will follow up by providing feedback to teachers based on classroom observations in writing or in a conference.
Utilize the Anderson Five Pacing Guides to determine math indicators taught each nine weeks and to ensure all indicators are addressed before spring standardized testing.	Principal, Principal Consultant, Curriculum Consultant, 7 th and 8 th Grade ELA Teachers	September 2008	<p>The Pacing Guide in the Anderson Five Curriculum will provide the impetus for researched based lessons and Math assessments aligned to the South Carolina Standards.</p> <ul style="list-style-type: none"> • Lesson plans will be reviewed on a weekly basis and teachers will be provided feedback prior to the submission of the next week’s plans. • Lesson plans will be reviewed for evidence of teachers’ effective use of pacing guides by the Curriculum Consultant, Principal and Principal Consultant. A copy will be kept on file for each teacher. • Bi-Monthly collaborative meetings will be conducted to discuss progress, research based practices, and academic concerns. An agenda of topics discussed, minutes of the meeting, and areas of concerns will be provided to the principal and curriculum consultant. • The principal, the principal consultant, and curriculum consultant will conduct walk-through observations to review teachers’ use of pacing guides. Written feedback of observations will be given to the teachers and kept on file in the principal’s office.
Ensure the use of math manipulatives and hands-on activities in small group activities.	Principal, 7 th and 8 th Grade Math Teachers	September 2008	<p>Providing students with exposure to manipulatives and hands-on activities while working in small groups will serve as informal assessment and check students’ understanding of math concepts.</p> <ul style="list-style-type: none"> • Math manipulatives will be evidenced in math teachers’ lesson plans. Lesson plans will be kept on file in each teacher’s class and in the curriculum consultant’s office. • Minutes from monthly collaborative team meetings will highlight hands-on activities shared by teachers and utilized in small groups. • Lesson plans will be reviewed to make sure that manipulatives and hands-on activities are utilized by teachers. The curriculum consultant will review lesson plans and provide a monthly report to the principal. • The curriculum consultant will observe the use of manipulatives and hands-on activities in classrooms and provide feedback to teachers on observations in writing or in a

			<ul style="list-style-type: none"> conference. The principal will follow up by meeting with any math teacher who fails to utilize math manipulatives and hands-on activities, will offer assistance, and will document the meeting in writing.
The Fantastic Five Program will be utilized to provide practice in Math Strands daily during the Enrichment Period.	Principal, Principal Consultant, Curriculum Consultant, 7 th and 8 th Grade Math Teachers	September 2008	<p>Providing students a daily opportunity to practice the Math Strands serves as an informal assessment and check students' understanding of Math Strands.</p> <ul style="list-style-type: none"> The principal, principal consultant, curriculum consultant will observe the enrichment class and provide feedback to teachers on observations. Assessments will be given on a weekly basis to determine student progress and maintained by the curriculum consultant. The principal, principal consultant, and curriculum consultant will review lesson plans to make sure that Fantastic Five is utilized by teachers. The principal will follow up by meeting with any math teacher who fails to utilize Fantastic Five, will offer assistance, and will document the meeting in writing or a conference.
Ensure the use of technology in the classroom by using Promethean Boards, ETV Streamline videos and individual student laptop computers to teach Math concepts.	Principal, 7 th and 8 th Grade Math Teachers/ Curriculum Consultant	August 2008	<p>Utilizing Promethean Boards will improve classroom instruction and increase students' interactions with the teacher.</p> <ul style="list-style-type: none"> The use of Promethean Boards, ETV Streamline videos, and laptop computers will be evidenced in math teachers' lesson plans. Lesson plans will be kept on file in each teacher's class and in the curriculum consultant's office. Minutes from monthly collaborative team meetings will highlight hands-on activities shared by teachers and utilized in small groups. Lesson plans will be reviewed to make sure that technology with listed items is utilized by teachers. The curriculum consultant will review lesson plans and provide a monthly report to the principal. The curriculum consultant and the principal will observe the use of Promethean Boards, ETV videos and laptop computers to teach math concepts in classrooms and provide feedback to teachers on observations in writing or in a conference. The principal will follow up by meeting with any math teacher who fails to utilize technology with noted items and will document the meeting in writing or a conference.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 3: By April 1, 2009, using a correlation of MAP and PACT, 27% of all students in grades 7 and 8 will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Science Assessment as compared to the Fall 2008 MAP Science Assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Collaborative Teams will analyze the Spring 2008 Science PACT data and MAP data and Science Benchmark data to plan instruction and develop strategies (PACT Coach Class, Enrichment Class) to address students' deficiencies in Science.	Principal, 7 th and 8 th Grade Science Teachers, Guidance Counselor, Curriculum Consultant, Principal Consultant	August 2008	<p>The data analysis obtained from Science PACT and MAP data will be used to identify student deficiencies in Science for the purpose of planning and designing teaching strategies geared to improve student achievement.</p> <ul style="list-style-type: none"> ▪ List of team members and a data notebook with identified teaching strategies will be maintained by 7th and 8th grade Science teachers. ▪ Collaborative teams will meet to discuss strategies, assessments, and areas of concerns bi-monthly. The teams will complete an agenda for each meeting and keep minutes of indicators to be addressed, assessments to be given, and specific needs of students. Agendas and minutes will be kept by each member of the teams and the principal. ▪ A master schedule listing the enrichment classes and the times taught will be on file by the teachers, the principal, and guidance counselor. • A copy of RIT bands for each class will also be on file with teachers, the principal, and the guidance counselor. • At weekly collaborative team meetings progress in each enrichment class will be discussed and reviewed by all 7th and 8th grade teachers. A log of all meetings and minutes will be provided to the principal by the teams. ▪ PACT –Like science items will be included on teachers' weekly and quarterly assessments. Copy of assessments will be on file in the teacher's class, the curriculum consultant's office and the principal's office. ▪ Lesson plans will be reviewed weekly by the curriculum consultant, principal, and principal consultant to make sure the ELA curriculum is followed. ▪ The principal will follow up by providing feedback to teachers based on classroom observations in writing or in a conference.

Accommodate students (grades 7-8) in computer-based lab using Orchard Software Science during Enrichment period and PACT Coach class.	Principal, Enrichment Teacher	August 2008	<p>Computer based instruction on students' identified weaknesses will give students additional assistance and improve student achievement.</p> <ul style="list-style-type: none"> ▪ A computer lab schedule and a list of assigned students will be posted in the computer lab by Enrichment Teacher. ▪ A monthly report with assessment results will be printed and kept on each student by the enrichment teacher and a copy given to the principal. ▪ The principal will discuss results and student progress during monthly collaborative meetings with teachers. Information about this will be included in monthly minutes. ▪ The principal will provide feedback to teachers on observations of computer based enrichment activities in writing or in a conference. ▪ The principal will follow up with teachers on students' progress in classrooms based on computer based reading instruction. This will occur during monthly collaborative meetings. Information about this will be included in monthly minutes.
Utilize the Anderson Five Pacing Guides to determine Science indicators taught each nine weeks and to ensure all indicators are addressed before spring standardized testing.	Principal, Principal Consultant, Curriculum Consultant, 7 th and 8 th Grade Science Teachers	August 2008	<p>The Pacing Guide in the Anderson Five Curriculum will provide the impetus for researched based lessons and assessments aligned to the South Carolina Standards.</p> <ul style="list-style-type: none"> • Lessons plans will be reviewed on a weekly basis and teachers will be provided feedback prior to the submission of the next week's plans. • Lesson plans will be reviewed for evidence of teachers' effective use of pacing guides by the Curriculum Consultant, Principal and Principal Consultant. • Weekly collaborative meetings will be conducted to discuss progress, research based practices, and academic concerns. An agenda of topics discussed, minutes of the meeting, and areas of concerns will be provided to the principal and curriculum consultant. • The principal, the principal consultant, and curriculum consultant will conduct walk-through observations to review teachers' use of pacing guides. Written feedback of observations will be given to the Science teachers and kept on file in the principal's office.
Ensure the use of thinking maps to teach organizational thinking skills in Science concepts.	7 th and 8 th Grade Science Teachers/ Curriculum Consultant	September 2008	<p>Providing students with thinking maps is critical for improving student decision making and promoting students' thinking skills.</p> <ul style="list-style-type: none"> • Thinking maps will be evidenced in all teachers' lesson plans. Lesson plans will be kept on file in each teacher's class and in the curriculum consultant's office. • Minutes from monthly collaborative team meetings will highlight essential questions framed by teachers and utilized in individual classes. • Lesson plans will be reviewed to make sure that thinking maps are utilized by teachers. The Curriculum Consultant will review lesson plans and provide a monthly report to the principal. • The curriculum consultant will observe use of thinking maps in classrooms and provide feedback to teachers on classroom observations in writing or in a conference.

Ensure the use of technology in the classroom by using Promethean Boards ETV Streamline Videos, and individual student laptop computers to teach Science concepts.	Principal, 7 th and 8 th Grade Science Teachers, Curriculum Consultant	September 2008	<p>Utilizing Promethean Boards will improve classroom instruction and increase students' interactions with the teacher.</p> <ul style="list-style-type: none"> • The use of Promethean Board ETV Streamline Videos, and individual student laptop computers will be evidenced in Science teachers' lesson plans. Lesson plans will be kept on file in each teacher's class and in the curriculum consultant's office. • Minutes from monthly collaborative team meetings will highlight hands-on activities shared by teachers and utilized in small groups. • Lesson plans will be reviewed to make sure that Promethean Boards are utilized by teachers. The curriculum consultant will review lesson plans and provide a monthly report to the principal. • The curriculum consultant will observe the use of listed items to teach science concepts in classrooms and provide feedback to teachers on observations in writing or in a conference. • The principal will follow up by meeting with any math teacher who fails to utilize technology (Promethean Boards, ETV Streamline Videos, and individual student laptops), will offer assistance, and will document the meeting in writing or in a conference.
Students will be provided with Science lab activities, use of hands-on materials and manipulatives to actively engage them in class.	Principal, 7 th and 8 th Grade Science Teacher, Curriculum Consultant	September 2008	<p>Providing students with manipulatives and hands on lab activities will serve as an informal assessment and check students' understanding of science concepts.</p> <ul style="list-style-type: none"> • Science manipulatives, lab activities and hands-on activities will be evidenced in science teachers' lesson plans. Lesson plans will be kept on file in each teacher's class. • Minutes from monthly collaborative team meetings will highlight hands-on activities shared by teachers and utilized in small groups. • Lesson plans will be reviewed to make sure that manipulatives and hands-on activities are utilized by teachers. The curriculum consultant will review lesson plans and provide a monthly report to the principal. • The principal will follow up by meeting with any science teacher who fails to utilize strategies, will offer assistance, and will document the meeting in writing or in a conference.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: In order to improve instruction in Reading, by April 1, 2009, the principal will use the correlation of MAP and PACT Reading to improve student achievement in grades 7 and 8. 40% of the students will show an increase of 1 (one) RIT band level on the Spring 2009 MAP Reading Assessment as compared to the Fall 2008 MAP Reading Assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Form collaborative teams for each subject area in order to develop instructional strategies to increase student achievement in Reading .	Principal	August 2008	Forming collaborative teams will provide an opportunity for Reading content area teachers to identify deficiencies and plan to improve student achievement. <ul style="list-style-type: none"> A list of collaborative teams will be kept on file in the principal's office. Minutes of weekly meetings will be reviewed to ensure instructional strategies are developed to improve student achievement. The principal will meet with collaborative teams (minutes recorded) to assist in developing strategies and to share feedback to teachers based on observations of various instructional programs in school.
Provide weekly opportunities for collaborative teams to meet, discuss students' performance using MAP Reading and PACT ELA data and develop strategies to address the students' weaknesses.	Principal	August 2008	Providing an opportunity for collaborative teams to meet allows teachers to analyze data, plan, and develop strategies to improve student achievement in Reading. <ul style="list-style-type: none"> A copy of collaborative teams' agendas and minutes will be reviewed and kept on file in the principal's office. The principal will meet with collaborative teams (minutes recorded) to provide classroom observation feedback regarding students' performance and to assist in developing strategies to address students' weaknesses. The principal will follow up by meeting with any ELA teacher who is not meeting weekly with collaborative teams and will document the meeting in writing or a conference.
Review MAP Reading and PACT ELA data with the teachers each month to ensure lesson plans are targeting the student needs.	Principal	August 2008	Reviewing the MAP Reading and PACT ELA data allows the Administrative team and the teachers to ensure strategies are developed to meet students' needs. <ul style="list-style-type: none"> The principal will provide teachers a copy of data. The teachers will print copies of MAP data and keep on file in a data notebook. The principal will review data notebooks, lesson plans and observe classes to ensure teachers are utilizing data to plan instruction and improve student achievement.

Provide teachers with staff development on Reading data analysis	Principal	August 2008	<p>Providing staff development to staff on Reading data analysis will enable teachers to use data to drive instruction and therefore improve student achievement.</p> <ul style="list-style-type: none"> • Staff development sign- in roster will be maintained for attendance by the principal. • Lesson Plans will be reviewed and classrooms observed by the Principal to determine that Reading data information is used to change content instruction. • Principal will hold a meeting and make a record of the meetings with teachers who are not using MAP diagnostic information to change content instruction, will offer assistance, and document meetings in writing or a conference.
Provide teachers with staff development on differentiated instruction.	Principal	August 2008	<p>Providing staff development on differentiating instruction will improve classroom instruction and student achievement.</p> <ul style="list-style-type: none"> • Principal will provide time for professional development and a record will be maintained of the date and time of meetings. Teachers not listed on roster not having attended the training will be given make-up training. • Principal will review lesson plans and instruction by way of walk thru observations to record if the training assisted the teacher's preparation and delivery of instruction. • Principal will hold a meeting and make a record of the meetings with teachers who are not utilizing differentiated instruction, will offer assistance, and document meetings in writing or a conference.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal’s Instructional Leadership Goal 2: In order to improve instruction in Mathematics, by April 1, 2009, 35% of students in grades 7 and 8 will show an increase of one RIT band level as measured by the Fall 2008 to Spring 2009 MAP Math Assessments.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Form collaborative teams for each subject area in order to develop instructional strategies to increase student achievement in Math .	Principal	August 2008	Forming collaborative teams will provide an opportunity for Math content area teachers to identify deficiencies and plan to improve student achievement. <ul style="list-style-type: none"> • A list of collaborative teams will be kept on file in the principal’s office. • Minutes of weekly meetings will be reviewed to ensure instructional strategies are developed to improve student achievement. • The principal will meet with collaborative teams (minutes recorded) to assist in developing strategies and to share feedback to teachers based on observations of various instructional programs in school.
Provide weekly opportunities for collaborative teams to meet, discuss students’ performance using MAP Math and PACT Math data and develop strategies to address the students’ weaknesses.	Principal	August 2008	Providing an opportunity for collaborative teams to meet allows teachers to analyze data, plan, and develop strategies to improve student achievement in Math. <ul style="list-style-type: none"> • Copies of the collaborative teams’ agendas and minutes will be reviewed and kept on file in the principal’s office. • The principal will meet with collaborative teams (minutes recorded) to provide classroom observation feedback regarding students’ performance and to assist in developing strategies and to address students’ weaknesses. • The principal will follow up by meeting with any math teacher who is not meeting weekly with collaborative teams and will document the meeting in writing or a conference.
Review MAP Math and PACT Math data with the teachers each month to ensure lesson plans are targeting the student needs.	Principal	August 2008	Reviewing the MAP Math and PACT Math data allows the Administrative team and the teachers to ensure strategies are developed to meet students’ needs. <ul style="list-style-type: none"> • The principal will provide teachers a copy of MAP Math PACT Math data. • The teachers will print copies of data and keep on file in a data notebook. • The principal will review data notebooks, lesson plans and observe classes to ensure teachers are utilizing data to plan instruction and improve student achievement.

Provide teachers with staff development on Math data analysis.	Principal	August 2008	<p>Providing staff development to staff on data will enable teachers to use data to drive instruction and therefore improve student achievement in Math.</p> <ul style="list-style-type: none"> • Staff development sign- in roster will be maintained for attendance by the principal. • Lesson Plans will be reviewed and classrooms observed by the Principal to determine that Math data information is used to change content instruction. • Principal will hold a meeting and make a record of the meetings with teachers who are not using MAP diagnostic information to change content instruction, will offer assistance, and document meetings in writing or a conference.
Provide teachers with staff development on differentiated instruction.	Principal District Curriculum Coordinator	Sept. 2008	<p>Providing staff development on differentiating instruction will improve classroom instruction and student achievement.</p> <ul style="list-style-type: none"> • Principal will provide time for professional development and a record will be maintained of the date and time of meetings. Teachers not listed on roster not having attended the training will be given make-up training. • Principal will review lesson plans and instruction by way of walk thru observations to record if the training assisted the teacher's preparation and delivery of instruction. • Principal will hold a meeting and make a record of the meetings with teachers who are not utilizing differentiated instruction, will offer assistance, and document meetings in writing or a conference

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: In order to improve instruction in Reading, by April 1, 2009, 40% of students in grades 7 and 8 will show an increase of one RIT band level as measured by the Fall 2008 to Spring 2009 MAP Reading Assessments.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide Staff Development in using Promethean Boards. <ul style="list-style-type: none"> Technology Director will contact and schedule Promethean Board training for teachers prior to the start of school 08-09. Trainers will conduct in-service training. Professional Development Coordinator will maintain attendance rosters to include topic, date, and signatures of those in attendance as well as the agenda for the training. 	Technology Department, Professional Development Coordinator, ADEPT Coordinator, Technology Coach	August 2008	Providing staff development in using Promethean Boards will assist teachers in using technology to improve classroom instruction and improve student achievement. Documentation: <ul style="list-style-type: none"> Promethean Board training attendance roster and agenda will be maintained by the Professional Development Coordinator (Rosanne Montjoy). Lesson Plans and notes from classroom observations will be reviewed by the District Curriculum Facilitator (Rosanne Montjoy), ADEPT Coordinator (Carolyn Shealy), and the Technology Coach (Sybrenda Holiday) to ensure that the use of technology is being incorporated into instruction. Feedback will be provided to the teachers and principal by the District Curriculum Facilitator (Rosanne Montjoy), ADEPT Coordinator (Carolyn Shealy), and the Technology Coach (Sybrenda Holiday) in writing. Follow up training and technical assistance will be provided by the technology coach (Sybrenda Holiday) to those teachers who need additional assistance and will document training/technical assistance sessions in writing. The principal will follow up by meeting with any teacher who is not incorporating technology into instruction, will provide assistance, and will document the meeting in writing.
Provide Staff Development in the use of Video Streaming (United Streaming). <ul style="list-style-type: none"> Technology Director will contact and schedule United Streaming training for teachers prior to the start of school 08-09. Trainers will conduct in-service training. Professional Development Coordinator will maintain attendance rosters to include topic, date, and signatures of those in attendance as well as the agenda for the training. 	Technology Department, Professional Development Coordinator, Technology Coach	August 2008	Utilizing staff development in using Video Streaming will assist teachers in using technology to improve classroom instruction and increase student achievement. Documentation: <ul style="list-style-type: none"> Video Streaming training attendance roster and agenda will be maintained by the Professional Development Coordinator (Rosanne Montjoy). Lesson Plans and notes from classroom observations will be reviewed by the District Curriculum Facilitator (Rosanne Montjoy), ADEPT Coordinator (Carolyn Shealy), and the Technology Coach (Sybrenda Holiday) to ensure that the use of technology is being incorporated into instruction. Feedback will be provided to the teachers and principal by the District Curriculum Facilitator (Rosanne Montjoy), ADEPT Coordinator (Carolyn Shealy), and the Technology Coach (Sybrenda Holiday) in writing. Follow up training and technical assistance will be provided by the technology coach (Sybrenda Holiday) to those teachers who need additional assistance and will document training/technical assistance sessions in writing. The principal will follow up by meeting with any teacher who is not incorporating technology into instruction, will provide assistance, and will document the meeting in writing.
Provide Staff Development in Accessing and Using MAP data. <ul style="list-style-type: none"> District Curriculum Facilitator will conduct in-service training with classroom teachers so that they will be able to access and use MAP data. Des Cartes Continuum of 	Technology Department, Professional Development Coordinator	September 2008	Providing staff development to staff on data will enable teachers to use data to drive instruction and therefore improve student achievement. Better understanding of MAP data will enhance instruction. Documentation: <ul style="list-style-type: none"> Accessing and Using MAP data training attendance roster and agenda will be maintained by the District Professional Development Coordinator (Rosanne

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: In order to improve instruction in Mathematics, by April 1, 2009, 35% of students in grades 7 and 8 will show an increase of one RIT band level as measured by the Fall 2008 to Spring 2009 MAP Math Assessments.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Assist in monitoring the pace of the curriculum. <ul style="list-style-type: none"> District Curriculum Facilitator and ADEPT Coordinator will monitor the pacing of the curriculum through a minimum of 9 walkthrough observations per semester to be documented by walkthrough observation forms and schedule of observations and collaborative feedback 	District Curriculum Coordinator, ADEPT Coordinator	September 2008	Monitoring pacing of curriculum will ensure all standards are covered in a timely manner. Documentation: <ul style="list-style-type: none"> The District Curriculum Facilitator (Rosanne Montjoy) and ADEPT Coordinator (Carolyn Shealy) will maintain a schedule of walkthrough observations and copies of observation forms for each teacher observed. The District Curriculum Facilitator (Rosanne Montjoy) and ADEPT Coordinator will provide feedback to the teachers and principal on the classroom observations in writing or in a conference. The principal will follow up by meeting with any teacher who is not teaching according to the pacing guide of the curriculum, will provide assistance, and will document the meeting in writing.
Collaborate and coordinate with the School Leadership Team and Curriculum Specialist <ul style="list-style-type: none"> Facilitator will attend regularly scheduled Leadership Team meetings in order to stay abreast of happenings and concerns of the school. Superintendent and/or ERT District Contact Person will sign in for these meetings and these sign-sheets and the agendas/minutes for Leadership meetings will be maintained at the school. District Curriculum Facilitator will meet monthly with the Curriculum Consultant in order to review curricular happenings, concerns, and needs. 	Superintendent, District Curriculum Coordinator, Curriculum Specialist	September 2008	Collaboration will support the school and will allow the District to stay abreast of happenings and concerns of the school as well as support the school. Documentation: <ul style="list-style-type: none"> Leadership Team meeting sign-in sheets, agendas, and minutes will reflect the attendance of the Superintendent (Dr. Teresa Pope) and District ERT Contact Person (David Corder) and will be maintained at the school. The Curriculum Consultant (Sheneque Jackson) will maintain summaries of monthly meetings and provide a copy of the summary to the principal.

<p>Coordinate, and support MAP and Science Benchmarks testing</p> <ul style="list-style-type: none"> • window, groups, rosters, and conditions for Benchmark and MAP upload as soon as information is in SASI in August 2008, and again in January of 2009. • Technology Coordinator will upload information to NWEA (MAP) immediately after District Curriculum Facilitator identifies the SASI information to be uploaded. • Technology Coordinator will archive old test information and import tests, teacher information and rosters as soon as NWEA (MAP) notifies the district that these are ready. • District Curriculum Facilitator will run sample to ensure that testing is ready. • Technology Director and/or District Curriculum Facilitator will enter any new students into the NWEA system prior to the first day of testing. • District Curriculum Facilitator will notify schools when everything is ready. 	<p>District Curriculum Coordinator, District Technology Coordinator</p>	<p>August 2008</p>	<p>District coordination of testing will support the school's accuracy in maintaining testing procedures and receiving expertise in testing administration procedures.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • The District Technology Coordinator (Daphne Wood) will maintain a copy of all SASI test reports. • The District Curriculum Facilitator (Rosanne Montjoy) and District Technology Coordinator (Daphne Wood) will develop written testing procedures and disseminate copies to the school. • The District Technology Coordinator and District Curriculum Facilitator will provide technical assistance to test administrators as needed during test administration.
<p>Coordinate review, update and distribution of benchmark assessments for the District's adopted curriculum.</p> <ul style="list-style-type: none"> • District Curriculum Facilitator will act as liaison with Anderson 5 and will therefore receive and distribute the updated curriculum. • District Curriculum Facilitator will get the existing Benchmark Assessments to the school for review, update, additions, and alignment. • District Curriculum Facilitator will make needed changes in the Benchmark Assessments and return them to the school for copying and administering. 	<p>District Curriculum Coordinator</p>	<p>August 2008</p>	<p>District coordination of benchmark assessments will support the school and ensure accuracy in utilizing appropriate assessments. Documentation:</p> <ul style="list-style-type: none"> • The District Curriculum Facilitator (Rosanne Montjoy) will maintain a record of all correspondence and other communication with Anderson #5 regarding curriculum updates. • The District Curriculum Facilitator will maintain a record of all updated curriculum guides distributed to the teachers. • The District Curriculum Facilitator will provide technical assistance to all teachers as needed and maintain written documentation of those sessions.

PLEASE NOTE:

- Bulleted items are the activities the District will utilize to meet stated strategies

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Benchmark - Exams prepared for pre and post testing with the Barnwell 19 Curriculum Standards.

Collaborative Teams - Teachers of same academic subject that review and develop teaching strategies as related to MAP and Benchmark data.

Differentiated Instruction - teaching strategies designed to meet the needs of all levels of readiness in heterogeneous classrooms.

Measure of Academic Progress (MAP) - a diagnostic testing program to measure academic progress.

School Leadership Team (SLT) - sets school goals, implements and monitor the process that focuses on student learning to increase student achievement.

PACT Coach Classes – Classes designed to address the identified remediation needs of targeted student.

Enrichment Classes - Classes designed to support the entire student body and assist students in remediation in all content areas with the aide of computer based software.

Promethean Boards- electronic version of Smartboards to create a collaborative environment for student to interact using wireless pointers

Video Streaming – educational video clips on background knowledge used to enhance instruction for the purpose of increasing student achievement.